

CLOTHING MANAGEMENT

Curriculum Content Frameworks

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Curriculum Content Framework

CLOTHING MANAGEMENT

Grade Levels: 9,10,11,12
Course Code: 493030

Prerequisites: TP Foundation Core

Course Description: Experiences in the Clothing Management course are designed to assist students in developing skills necessary for management of individual and family wardrobes, for decision making as a clothing consumer, and for understanding the role of the clothing and textile industry in the economy. Emphasis is given to the development of competencies related to clothing selection, clothing needs of family members,; wardrobe planning, clothing care, characteristics of natural and synthetic fibers, types of fabrics and fabric finishes, laws and regulations related to the clothing and textiles industry, use and care of basic sewing supplies and equipment, fabric selection, clothing construction techniques, jobs and careers in clothing and textiles, computer use in clothing and textiles, and effects of technology on the clothing and textiles industry. Upon completion of this course, a student should be able to provide and maintain personal/family wardrobes to meet the needs of individuals. In addition, the student should acquire skills needed for clothing and textiles occupations and develop a knowledge of the impact of technology on the clothing and textiles industry.

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Unit 1: Clothing Selection

15 Hours

Terminology: accessories, classics, clothing label, comparison shopping, consumer, fad, fashion, fashion cycle, impulse buying, intermediate color, inventory, optical illusion, primary colors, secondary color, silhouette, style, wardrobe plan

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 List reasons people wear clothes	1.1.1 Discuss reasons why people wear clothes	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.2 Name factors that influence clothing selection	1.2.1 Describe how culture, family, peers, and media influence clothing selection	Interpersonal	Cultural Diversity	Comprehends ideas and concepts related to clothing selection [2.2.1]
	1.2.2 Match terms related to clothing selections			Recognizes differences among team members [2.2.3]
	1.2.3 Plan garments for people with physical disabilities	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5] Generates options/alternatives [4.2.6]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.4]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.3 Describe the history of fashion	1.3.1 Recognize examples of historical fashion	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Interprets drawings to obtain factual information [1.3.17]
			Writing	Participates in conversation, discussion, and group presentations [1.5.8]
				Records data [1.6.16]
		Interpersonal	Teamwork	Summarizes written information [1.6.17]
				Contributes to group with ideas, suggestions, and effort [2.6.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Explain fashion cycles	1.4.1 Describe how trends influence fashion cycles	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive rationale for fashion cycles [4.6.5]
1.5 State characteristics of a well-fitted garment	1.5.1 Evaluate the fit and appearance of a ready-made garment	Foundation	Reading	Uses written resources to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Creative Thinking	Summarizes written information [1.6.17] Forms opinions [4.1.7]
1.6 Discuss basic body shapes	1.6.1 Identify examples of outfits that enhance each basic body shape	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Interprets drawings to obtain factual information [1.3.17] Identifies relevant details, facts, and specifications [1.3.16]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Personal Management	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Responsibility	Pays close attention to details [3.4.8]
1.7 Define structural and decorative lines	1.7.1 Compare and contrast structural and decorative lines	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Uses words appropriately [1.6.2]
1.8 Identify basic styles used in clothing design	1.8.1 Illustrate various shirt, pants, dress, jacket, and coat styles that are popular for men and women	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to clarify information [1.5.3]
1.9 Match elements and principles of design	1.9.1 Describe ways to create optical illusions using elements and principles of design in clothing selection	Foundation	Listening	Listens for content [1.2.3]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]
	1.9.2 Match terms related to elements and principles of design with correct definitions		Speaking	Asks questions to obtain information [1.5.4]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.10 Explain the color wheel	1.10.1 Name primary secondary and intermediate colors 1.10.2 Identify colors as warm or cool	Foundation	Listening Reading Writing	Listens for content [1.2.3] Analyzes and applies what has been read to specific task [1.3.2] Applies information and concepts derived from printed materials [1.3.3] Summarizes written information [1.6.17]
1.11 Identify basic color schemes	1.11.1 Define the basic color schemes 1.11.2 Develop basic color schemes	Foundation	Listening Reading Writing	Evaluates oral information/ presentation [1.2.2] Analyzes and applies what has been read to specific task [1.3.2] Writes appropriate entries [1.6.22]
1.12 Discuss wardrobe planning	1.12.1 Order the steps in developing a basic wardrobe 1.12.2 Evaluate your present wardrobe to determine your clothing needs	Foundation	Reading Writing	Determines what information is needed [1.3.10] Organizes information into an appropriate format [1.6.10]
1.13 State the basic guidelines for selecting accessories	1.13.1 Describe ways to enhance an existing wardrobe using accessories	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.13.2 Create ways of using accessories to expand an existing wardrobe	Personal Management Thinking	Reading Writing Self-esteem Creative Thinking Knowing How to Learn	Comprehends written information for main ideas [1.3.7] Summarizes written information [1.6.17] Organizes information into an appropriate format [1.6.10] Develops/Initiates a plan for self-improvements [3.5.4] Uses imagination to create something new [4.1.1] Applies new knowledge and skills to develop a wardrobe plan [4.3.1]
1.14 Designate characteristics of quality clothing	1.14.1 Analyze a garment to determine quality 1.14.2 Compare garments to determine quality	Foundation	Listening Reading Speaking Writing	Listens for content [1.2.3] Listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Organizes ideas and communicates oral messages to listeners [1.5.7] Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze garment quality [4.3.1]
1.15 Discuss types of stores where clothing can be purchased	1.15.1 Identify types of stores where clothing can be purchased	Foundation	Listening	Listens to follow directions [1.2.6]
	1.15.2 Determine types of establishments in the local community where clothing can be purchased	Thinking	Reading	Comprehends written information, and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
1.16 Explain consumer rights and responsibilities	1.16.1 Determine the sale price of a garment based on a certain percentage	Foundation	Arithmetic/ Mathematics	Expresses mathematical ideas and concepts orally and in writing [1.1.23]
			Listening	Comprehends ideas and concepts related to effective shopping skills [1.2.1]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]

Unit 2: Textiles

10 Hours

Terminology: blends, care label, cellulose fibers, fabric finish, fiber, grain line, gray goods, hang tag, knitted fabric, manufactured fiber, natural fiber, nonwoven fabric, permanent finish, pill, ply yarn, woven fabric, yarn

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Name textile uses	2.1.1 Determine uses for textiles	Foundation	Listening	Comprehends ideas and concepts related to textile uses [1.2.1]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to determine textile uses [4.3.1]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.2 Differentiate between natural and manufactured fibers	2.2.1 Identify sources and characteristics of natural and manufactured fibers	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information, and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
2.3 Distinguish between staple and filament fibers	2.3.1 Identify fabrics that have staple and filament yarns	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.6]
				Interprets drawings to obtain factual information [1.3.17]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 Identify generic and trade name fibers	2.4.1 Differentiate between generic name and trade name	Foundation	Listening	Listens for content [1.2.3]
	2.4.2 List trade names of manufactured fibers		Reading	Comprehends written information, and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to distinguish between generic and trademark fiber names [4.3.1]
2.5 State procedures for making fibers into yarn	2.5.1 Outline the steps involved in making fibers into yarn	Foundation	Reading	Interprets drawings to obtain factual information [1.3.17]
			Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		Thinking	Seeing Things in the Mind's Eye	Records data [1.6.16]
				Imagines the flow of work activities from narrative descriptions [4.6.1]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 Discuss basic methods of fabric construction	2.6.1 Define weaving and knitting	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	2.6.2 List other methods of fabric construction		Writing	Interprets drawings to obtain factual information [1.3.17] Uses words appropriately [1.6.21] Writes appropriate entries [1.6.22]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
2.7 Identify types of weaves and knits	2.7.1 Analyze types of fabric construction	Foundation	Listening	Listens to follow directions [1.2.6]
	2.7.2 Demonstrate plain weaves, satin weaves, and twill weaves		Reading	Listens for content [1.2.3] Follows written directions [1.3.13] Interprets drawings to obtain factual information [1.3.17]
			Science	Applies knowledge to complete a practical task [1.4.3] Describes/Explains scientific principles related to science technology [1.4.14]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing How to Learn	Applies new knowledge and skills to identify types of weaves and knits [4.3.1]
2.8 Match processes for dyeing and printing fabrics	2.8.1 List and define the methods used for dyeing	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	2.8.2 List and define the methods used for printing textiles		Science	Applies knowledge to complete a practical task [1.4.3] Describes/Explains scientific principles related to science technology [1.4.14]
		Thinking	Writing	Uses words appropriately [1.6.21]
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
2.9 Chart fabric finishes and characteristics	2.9.1 Identify fabric finishes	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
	2.9.2 Explain how finishes affect fabric performance		Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze fabric finishes [4.3.1]
			Seeing Things in the Mind's Eye	Uses senses to perceive performance of fabric finishes [4.6.5]
2.10 Describe laws and regulations related to clothing and textile industries	2.10.1 List laws and regulations related to clothing and textile industries	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 Name consumer rights and responsibilities regarding clothing and textiles	2.11.1 State consumer rights and responsibilities 2.11.2 Identify consumer protection agencies and organizations	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Comprehends written information, and applies it to a task [1.3.8]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Clothing Care and Laundry

5 Hours

Terminology: agitation, dry-cleaning, iron, laundering, press, water softener

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 State information found on fabric and clothing care labels	3.1.1 Analyze information care labels	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Describe routine procedures for clothing care and storage	3.2.1 Describe techniques involved in daily clothing care	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.2.2 Evaluate current clothing storage	Thinking	Writing	Organizes information into an appropriate format [1.6.10]
	3.2.3 Describe how to store clothing effectively		Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.3 Determine laundry products and equipment	3.3.1 Choose the laundry product best suited to a certain laundry task	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]
	3.3.2 Demonstrate how to iron and/or press a garment		Writing	Organizes information into an appropriate format [1.6.10]
3.4 Explain basic clothing repair techniques	3.4.1 Demonstrate how to replace a button, repair a rip, replace a hem, etc.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Reading	Interprets drawings to obtain factual information [1.3.17]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

Unit 4: Clothing/Project Construction

40 Hours

Terminology: alterations, backstitching, basting, bias, casing, crosswise grain, dart, directional stitching, easing, facing, gathering, grade, guide sheet, hem, interfacing, layout, lengthwise grain, notions, pattern, pattern markings, seam, seam allowance, seam finish, selvage, staystitching, topstitching, understitching.

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 State guidelines for pattern selection	4.1.1 Name factors to consider when choosing a pattern	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Reading	Comprehends written information, and applies it to a task [1.3.8]	
			Speaking	Asks questions to clarify information [1.5.3]	
			Writing	Writes logical and understandable sentences [1.6.23]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
4.2 Identify information found on a pattern envelope	4.2.1 Locate size, notions, fabric, etc., listed on a pattern envelope	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.6]	
4.3 Identify information found on a pattern guide sheet	4.3.1 Locate cutting layout for a specific view, size, and fabric width	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Writing	Writes appropriate entries [1.6.22]	

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing How to Learn	Applies new knowledge and skills to interpret information found on a pattern guide sheet [4.3.1]
4.4 Name pattern markings	4.4.1 Identify pattern markings	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Uses technical words and symbols [1.6.20]
		Thinking	Reasoning	Comprehends ideas and concepts related to pattern markings [4.5.2]
4.5 State techniques for making pattern alterations	4.5.1 Demonstrate pattern alterations to accommodate specific figure problems	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Comprehends written information, and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate pattern alterations [4.3.1]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 Discuss factors to consider when choosing fabric and notions for a sewing project	4.6.1 Determine skill level and suitability of pattern to fabric	Foundation	Reading	Determines what information is needed [1.3.10]
	4.6.2 Choose appropriate notions for a specific project		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
4.7 Model steps to calculate fabric yardage for a sewing project	4.7.1 Use pattern envelope to calculate yardage	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Listens to follow directions [1.2.6]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Writes appropriate entries [1.6.22]
4.8 Illustrate basic sewing tools and pressing equipment and use of each	4.8.1 Identify sewing tools and pressing equipment	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Applies information and concepts derived from printed materials [1.3.3] Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Speaking	Asks questions to clarify information [1.5.3]
			Writing	Applies/Uses technical words and concepts [1.6.4]
			Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
4.9 Name basic parts of sewing machine and function of each	4.9.1 Identify sewing machine parts and functions	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
				Locates pertinent information in documents, such as manual, graphs, and schedules, to perform tasks [1.3.18]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 Demonstrate guidelines for operating a sewing machine	4.10.1 Thread a sewing machine in correct sequence	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to machine adjustments [1.1.4]
	4.10.2 Perform basic operating procedures on a sewing machine			Interprets charts, tables, graphs, and working drawings [1.1.25]
	4.10.3 Demonstrate safety procedures while operating a sewing machine		Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]
				Interprets drawings to obtain factual information [1.3.17]
	Interpersonal	Speaking	Asks questions to obtain information [1.5.4]	
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance toward a goal attainment [3.4.4]
				Sets high standards for self in completion of a task [3.4.9]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 Name basic parts of a serger and functions of each		Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Listens to follow directions [1.2.6]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Writes appropriate entries [1.6.22]
4.12 Demonstrate guidelines for operating a serger	4.12.1 Thread a serger in correct sequence	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to machine adjustments [1.1.4]
	4.12.2 Perform basic operating procedures on a serger			Interprets charts, tables, graphs, and working drawings [1.1.25]
	4.12.3 Demonstrate safety procedures while operating a serger		Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]
				Interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Writes appropriate entries [1.6.22]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance toward goal attainment [3.4.4] Sets high standards for self in completion of a task [3.4.9]
4.13 Designate acceptable conduct and safety procedures during clothing lab		Foundation	Listening	Comprehends ideas and concepts related to acceptable lab conduct [1.2.1]
			Reading	Applies information to job performance [1.3.4]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes appropriate entries [1.6.22]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to performing as a member of a group or team [2.6.1]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.14 Discuss basic procedures involved in constructing a project using woven and knitted fabric	4.14.1 Construct a project using woven fabric	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]	
	4.14.2 Construct a project using knitted fabric				Calculates different units of measurement [1.1.6]
				Listening	Comprehends ideas and concepts related to garment construction [1.2.1]
					Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]	
		Writing	Takes notes from various sources [1.6.18]		
	Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]		
		Teamwork	Works effectively with others to reach a common goal [2.6.6]		
	Personal Management	Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]		
		Organization Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]		

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
4.15 Demonstrate correct procedures for specific hand sewing techniques	4.15.1 Construct samples of various hemming techniques	Foundation	Listening	Listens to follow directions [1.2.6]
	4.15.2 Construct samples of various fasteners		Reading	Follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
	4.15.3 Construct samples of various hand stitching	Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate hand sewing techniques [4.3.1]
4.16 List factors to consider in evaluating a project according to basic construction techniques	4.16.1 Evaluate project according to a rubric	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Thinking	Writing	Summarizes written information [1.6.17]
			Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Uses senses to perceive quality garment construction [4.6.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.17 Describe techniques for altering a finished garment	4.17.1 Determine alterations needed for finished garments	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
	4.17.2 Demonstrate how to alter a finished garment		Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information, and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
			Personal Management	Responsibility
		Thinking	Knowing How to Learn	Applies new knowledge and skills to determine alterations needed for finished garments [4.3.1]

Unit 5: Careers and Technology

5 Hours

Terminology: CAD, career, entrepreneur, fashion designer, fashion merchandising, job, job application, retail, wholesale

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Name skills required for jobs/careers in the field of clothing and textiles	5.1.1 Research a job/career	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	5.1.2 Identify appropriate attire for various jobs/careers	Personal Management	Writing	Summarizes written information [1.6.17]
			Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to basic skills required for jobs/careers in the field of clothing and textiles [3.1.3]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3] Describes/Explains significance of integrity, honesty, and work ethic [3.2.4]
5.2 Discuss effects of technology on job/career trends in the field of clothing and textiles	5.2.1 Research the effects of CAD on the fashion industry	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Organizes idea, and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Uses senses to perceive effects of technology on job/career trends [4.6.5]

Glossary

Unit 1 Clothing Selection

1. Accessories—additional items that are not necessary—such as shoes, belts, scarves, hats, socks, ties, and jewelry—that are part of your wardrobe
2. Classics—clothing styles that remain in fashion a long time
3. Clothing label—a permanently attached piece of fabric that provides information required by law
4. Comparison shopping—comparing products and prices in different stores before making a purchase
5. Consumer—a person who uses goods and services
6. Fad—fashions that are popular for a short time
7. Fashion—style that is popular at a given time
8. Fashion cycle—the decline and return of a specific style
9. Impulse buying—making an unplanned or quick purchase without giving it much thought
10. Intermediate color—color made by combining equal amounts of a primary and secondary color
11. Inventory—an itemized list of stock on hand and in storage areas
12. Optical illusion—visual impression used to emphasize or minimize a body feature
13. Primary colors—three colors from which all other colors are made
14. Secondary color—color made by combining equal amounts of two primary colors

15. Silhouette—the outline or outer shape of an object
16. Style—refers to garments that have a distinctive characteristic
17. Wardrobe plan—a guide for making future clothing purchases

Unit 2 Textiles

1. Blends—in clothing, a term to refer to combining different fibers into one yarn
2. Care label—a label inside a garment describing its fiber content and how to care for it
3. Cellulose fibers—fibers made from plant (wood) sources
4. Fabric finish—treatment given to clothing to improve appearance, texture, or performance
5. Fiber—a basic unit from which fabric is made
6. Grain line—a line on a pattern piece with arrows that show how to place the pattern on the straight grain of the fabric
7. Gray goods (Greige)—unfinished fabric that lacks color when it first comes from the loom
8. Hang tag—a tag providing information about the garment to which it is attached, such as price and size
9. Knitted fabric—fabric made by looping yarns together
10. Manufactured fiber—fibers not found in nature
11. Natural fiber—a fiber that comes from plants or hair of animals
12. Nonwoven fabric—fabric made using heat, moisture, and/or adhesive
13. Permanent finish—a fabric finish that lasts the entire life of the garment
14. Pill—small balls of fiber that form on the surface of fabric
15. Ply yarn—yarn made by twisting two or more single yarns together

16. Woven fabric—made by interlacing lengthwise and crosswise yarns

17. Yarn—fibers twisted together or laid side by side

Unit 3 Clothing Care

1. Agitation—action that helps to loosen soil during the wash cycle
2. Dry-cleaning—a process of cleaning clothes using a chemical solvent rather than water
3. Iron—to remove wrinkles or smooth fabrics with a heated iron
4. Laundering—washing fabric by hand or machine process to remove soil
5. Press—raising and lowering the iron from one area to the next
6. Water softener—a product used to chemically treat water to allow for better laundering of garments

Unit 4 Clothing/Project Construction

1. Alterations—modifications made to a pattern or garment for a better fit
2. Backstitching—stitching forward then using the reverse to stitch backwards over the same stitches to secure the beginning or end of a seam
3. Basting—a temporary method of joining fabric, usually by using large, easily removable stitches
4. Bias—grain that runs diagonally and allows the greatest amount of stretch in a woven fabric
5. Casing—a closed tunnel of fabric that holds a piece of elastic or a drawstring inside
6. Crosswise grain—grain that runs across the fabric from one selvage to the other
7. Dart—a triangular fold of fabric stitched to a point to control fullness and shape in a garment

Clothing Management

8. Directional stitching—stitching with, or in the same direction, as the fabric grain
9. Easing—joining two edges of fabric together when one edge is slightly larger than the other
10. Facing—used to finish a raw edge, such as an armhole or neckline
11. Gathering—soft folds of fabric formed by pulling up basting stitches
12. Grade—to trim each layer of fabric to a different width to reduce bulk
13. Guide sheet—step-by-step information for cutting, marking, and sewing a pattern
14. Hem—a finished edge on a garment
15. Interfacing—a piece of fabric placed between the outer fabric and facing to prevent stretching and add shape
16. Layout—a diagram included in sewing instructions that shows how to place the pattern pieces on fabric
17. Lengthwise grain—grain that runs the same direction as the selvage
18. Notions—small items that become a permanent part of the garment
19. Pattern—all the instructions needed to construct a project
20. Pattern markings—lines and symbols marked on the pattern and transferred to the fabric to help guide construction
21. Seam—line of stitching that holds layers of fabric together
22. Seam allowance—width between the fabric edge and seam line
23. Seam finish—treatment of seam edges to prevent raveling
24. Selvage—the factory-finished edge of a fabric
25. Staystitching—a row of machine stitches through one layer of fabric to prevent stretching
26. Topstitching—a row of stitching done on the outside of a garment
27. Understitching—a row of stitching used to keep the facing or bottom layer of fabric rolled out of sight

Unit 5
Careers and Technology

1. CAD (Computer-aided design)—using the computer to create textile and garment designs
2. Career—an occupation to which you have made a long- term commitment
3. Entrepreneur—a person who owns and runs his or her own business
4. Fashion designer—creates designs and ideas for new clothes and accessories
5. Fashion merchandising—all phases of planning, buying, and selling apparel
6. Job—a position in which a person works to earn an income
7. Job application—a form in which you supply information about yourself that will help an employer make a hiring decision
8. Retail—sale of products directly to consumers
9. Wholesale—selling quantities of goods to others for sale in the retail market